

**MISSOURI DEPARTMENT OF CORRECTIONS  
TRAINING ACADEMY  
LESSON PLAN**

**COURSE TITLE:** Inservice

**CLASS TITLE:** Armed Transportation

**MODULE TITLE:** Module #3: Relative Positioning and Weapon Retention

Prepared By:  
Edward Yahnig

Date: May 2005

**OVERVIEW**

This is the third of four training modules on offender transportation. In this module participants will discuss and practice relative positioning when providing both armed and unarmed offender escorts. This is an intensely physical program providing participants with advanced defensive tactics; weapon disarming and retention techniques for both handguns and long guns; and guidance for using restraints and searching in high risk situations.

**PARAMETERS**

Hours: 10

Space: Large Classroom

Number: 24

Audience: All Custody Staff

PERFORMANCE OBJECTIVES	EVALUATION TECHNIQUES
<p>At the conclusion of this course, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Using the information provided, demonstrate relative positioning techniques as they apply to both armed and unarmed escorts;</li> <li>2. Given agency approved firearms, demonstrate weapon retention/disarming techniques; and</li> <li>3. Given a critical situation, perform a tactical handcuffing technique, as outlined in this module.</li> </ol>	<p>Evaluation techniques utilized by the trainer(s) to determine if the performance objectives have been met.</p> <ol style="list-style-type: none"> <li>1. Trainer's Observation</li> <li>2. Proficiency Test</li> <li>3. Participant's feedback</li> </ol>

REQUIRED MATERIALS/EQUIPMENT/SUPPLIES NEEDED			
	Overheads	X	Projector screen
	Overhead Projector	X	Computer & LCD
X	Slide show		Television(s)
	Videotape Player		Video Camera
	Posters	X	Masking Tape
X	Markers	X	Easel Pads & Stands
<b>Videotapes:</b>			
<b>Other:</b>			
Full restraints (handcuffs, leg irons, waist chain, black box), practice knife, protective mats, practice firearms			
<b>STUDENT HANDOUTS</b>			
<b>Title</b>			
Participant manual			
Transportation policy			

## INSTRUCTIONAL STRATEGIES

Lecture, group analysis, demonstration, role play

## REFERENCES

The following books and materials were used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

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1. IS Policy 20-4.2 Offender Transportation

4. Missouri Revised Statutes Chapter 217

2. Street Survival: Tactics for Armed Encounters by Ronald Adams, Tomas McTernan and Charles Remsberg

5. Missouri P.O.S.T. Commission Lesson Plan, "Search Procedures", "Mechanics of Arrest and Control", and "Restraints"

3. Department Lesson Plans, "Defensive Tactics", "Weapon Retention", and "Restraints"

6. Federal Bureau of Investigations Defensive Tactics Instructor Manual

*Prerequisite Training/Certification:* Two years of service and current firearms certification

*Curriculum Content Approved by:*  
Bill Schmutz, Security Coordinator

*Date Approved:*

*Curriculum Design Approved by:*  
Royce Hudson, Chief of Staff Training

*Date Approved:*

Original Date: May 2005  
Revised: January 2006

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#### ANTICIPATORY SET

In the last training module we discussed the different situations that may require the use of force and the different force options that need to be considered if this becomes necessary. We also discussed the elements that need to be present to justify the application of force. Just for a moment I want to look at this one more time.

**Ask Participants:** What are the three questions for justification?

**Desired Response:** To justify your decision to use force you should be prepared to answer these three (3) basic questions:

1. **Was it necessary?**
2. **Was it reasonable?**
3. **Was it appropriate?**

**Ask Participants:** What are the "four cornerstones" of any legally justifiable act of self-defense or use of force and what do they mean?

**Desired Response:**

1. **"Ability"** is simply an injurious capacity.
2. **"Opportunity,"** in addition to having an "ability," an attacker must also be in a position to bring the destructive powers of his ability to bear effectively upon you.
3. **"Imminent jeopardy"** when the attacker unmistakably indicates, by words and/or actions, that it is his intention to kill or seriously injure you, and further, that he intends to do so at once.
4. **"Preclusion"** which simply means that all other options were precluded.

Great! I know this might seem to be redundant but the bottom-line is that you must have these things present if you wish to defend your actions and believe me your actions will be analyzed. Part of the aspects that will be evaluated is your proficiency with the use of

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a firearm. Not only whether you can hit what you aim at but also what safety precautions you take and if you know how to safely handle a firearm. So how real is the possibility that you will employ a firearm during a transport? This is hard to project but what I can tell you is what Police Officers face while working in the community.

According the National Law Enforcement Memorial Fund and the FBI's statistical data (<http://www.nleomf.com/index.htm>), from the period of 1995 through 2004, 1,649 Police Officers have died in the line of duty. Normally these statistics don't overly impact correctional staff because while we are in a dangerous environment, we are also in a secure environment where safety and security are our primary focus. However, when we leave the walls and fences behind us we need to realize that these statistics take on a new meaning. While the causes have varied, MDOC staff who transport offenders should take notice of some significant aspects. Of the 1,649 Officers who died:

- **12 were beaten to death**
- **2 were poisoned**
- **2 were strangled**
- **17 were stabbed**
- **601 were shot**

During these incidents only 233 officers either fired or attempt to fire their firearm and 51 of the Police Officers who were shot, were killed by their own firearm. Of further interest should be that during the last decade St. Louis is ranked 7<sup>th</sup> in officers slain with 136 and Kansas City is ranked 8<sup>th</sup> with 112 officers slain. During this same time frame Missouri ranked 8<sup>th</sup> in the number of officer deaths with 485 Law Enforcement Officers dying in the line of duty. Of these deaths 49% were caused by firearms, while 61% were due to feloniously assaults by criminals.

During this same time 628,999 Police officers were assaulted and in 2003 alone, 57,841 Law Enforcement Officers were assaulted by individuals who used everything from fists to automobiles. (Source: FBI's last statistical report <http://www.fbi.gov/ucr/ucr.htm>)

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Why am I talking about statistical data associated with police officers? Simply because these incidents where police officers were injured or sometime killed, took place in the community. This is the same community that MDOC staff will be transporting offenders through. One of the advantages that we have while working in a correctional setting is the control that the environment offers. However, when transporting an offender into the community much of the control that the correctional environment offers will disappear. MDOC officers have many new and sometimes dangerous dynamics to consider and the more that they prepare for these situations, the better they are able to successfully meet these challenges.

In this training module we will begin to prepare for those unexpected and sometimes dangerous situations. We'll begin with a basic review of escort positioning techniques and how they may apply to escorting an offender when you are armed. This will include a review of some firearm basics and then we will explore some weapon retention techniques. To do this we will follow the following performance objectives:

1. Using the information provided, demonstrate relative positioning techniques as they apply to both armed and unarmed escorts;
2. Given agency approved firearms, demonstrate weapon retention/disarming techniques; and
3. Given a critical situation, perform a tactical handcuffing technique, as outlined in this module.

### **INSTRUCTIONAL INPUT**

The best place to start our training program is to look at how staff should escort an offender.

**Ask Participants:** What is relative positioning as it applies to escorting offenders?

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**Desired Response:** This is how the staff member locates themselves around the offender during movement.

When escorting offenders you need to always consider:

- where they are in relation to the offender they are escorting
- where they are in relation to other offenders in the area
- and when transporting an offender into the community, where they are in relation to individuals in the public.

### Relative Positioning

This technique can be used by the officer to create a safe offender contact when interviewing, restraining, or escorting and is based on the concept that there are four (4) zones of contact around the offender.

**Note to Trainer:** Model the 4 zones of contact and check for understanding.

### Zone (0) Zero

This is the area directly in front of the offender.

**Note to Trainer:**

Instructor should demonstrate this position and the danger! Utilize another instructor or student.

This is the most dangerous position for attack. We all realize that an officer must at times operate in this area but time spent in this zone should be kept to a minimum. **AN ARMED OFFICER SHOULD NEVER ENTER THIS ZONE.**

### Zone 1

This is the area that the officer is approximately 45 degrees in front of the offender right or left depending on his/her primary (*strong*) side.

**Note to Trainer:** Model and check for understanding



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This is also known as the interview position. The officer should be well-balanced with their primary side slightly to the rear, their hands should be up and ready but should appear casual. The officer in this position should try to stay four to six feet away from the offender to allow for reaction time.

#### **Zone 2 - Back-up or escorting officers**

In this position the officers can be directly to the side of the offender or slightly to the rear, depending upon the number of back-up staff.

**Note to Trainer:**

When the staff is directly to the offenders side the officer is still in the offenders peripheral vision and will not have the element of surprise.

In Zone 2 and when the officer is slightly to the rear this is a good position for handcuffing and/or escorting.

**Note to Trainer:** Model and check for understanding

#### **Zone (3) Rear Position**

In this position the officer would be directly behind the offender, 4 to 6 feet away. This is the safest controlling position.

**Note to Trainer:**

Instructor should demonstrate this position. Staff must always remember that when escorting an offender in restraints they are responsible for offenders safety! Be sure to check for understanding.

**Ask Participants:** How can these escort positions change based on whether the escorting officer is armed verses being unarmed?

**Possible Response:** An armed officer should avoid entering Zone 0 and 1 if at all possible. This position should be restricted to staff who are unarmed.

To truly become skilled in the use of this technique it will take

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practice and it's important that you not only perform this activity in class but also practice this technique until you become proficient. In the following exercise we'll help you through the practice stage and then it'll be up to you to practice this technique when you return to your facility.

### **GUIDED PRACTICE**

#### **Note to Trainer:**

Break participants into groups of 5. One student will be the offender. One officer in Zone 0, one officer in Zone 1, one officer in Zones 2 and one officer in Zone 3. Have the participants evaluate the location that they are in and discuss the impact that position may have while escorting zone. Allow them to stay in these zone for a couple of minutes and then have them return to their chairs and answer the noted questions, placing their responses on a chart.

**Ask Participants:** What disadvantages do you have in your zone?

#### **Possible Responses:**

- Zone 0: Directly in the offenders striking and kicking area for Zone 0;
- Zone 1: In the offenders peripheral vision the element of surprise will be lost;
- Zone 2: Lack of eye contact reduces reaction time;
- Zone 3: Defensive tactics techniques for control of hand and wrist are not as easily applied.

**Ask Participants:** What advantages do you have in your zone.

#### **Possible Responses:**

- Zone 0: Zone 0 has little advantages, however, it may become necessary to enter this zone to apply restraints or equipment;
- Zone 1: This is usually the primary officer zone and has the advantage of using his communication skills to de-escalate the situation;
- Zone 2: The advantages of Zone 2 are the approach for defensive tactics or applying tactical cuffing;

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Zone 3: In applying any type of defensive tactics (element of surprise) because the officer is positioned behind the offender.

**Note to Trainer:** Check for understanding before allowing the participants to complete the exercise. After the exercise transition into the processing component starting with the person who assumed the role of the offender.

**Ask participant in role of offender:** From your position what advantage of disadvantage do you see from each of the zones?

**Possible Response:** Should reflect the same comments as the zone officers.

**Ask Participants:** In what zone does the primary officer usually stand?

**Possible Responses:** Zone 1

**Ask Participants:** When escorting an offender, especially when armed, what zone is the recommended for the officer?

**Possible Responses:** Zone 2

Now that we have examined relative positioning and how they are applicable to escorts, we need to explore carrying and control firearms during an escort.

### **INSTRUCTIONAL INPUT**

Before we move into carrying and controlling firearms, I want to discuss actually escorting an offender. You need to consider how you move the offender through doors, down hallways, up and down stairs and into and out of elevators. These may seem simple but they can turn into challenging and sometime dangerous situations.

Lets look at a couple of common areas that you'll encounter when escorting an offender.

- **Doorway**

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**Ask Participants:** How would you move an offender through a doorway?

**Desired Response:** When escorting an offender through a door, always position yourself where you open the door and will not find yourself trapped or in area where you can easily be struck.

**Note to Trainer:** Model and check for understanding

- **Elevator**

**Ask Participants:** How would you move an offender into or out of an elevator?

**Desired Response:** When escorting an offender into or out of an elevator, always position yourself where when having contact with offender and if armed, the offender is away from your weapon side. The offender should face away from the elevator door(s) to prevent them from exiting the elevator as the doors are closing.

Remember that this can be a high risk area, so be sure that only you and the offender are on the elevator. Wait for a empty elevator and don't allow others to get on once you are on the elevator.

**Note to Trainer:**

Demonstrate this technique. Remember to always be in physical contact when entering or exiting elevators to ensure that the officer is not separated from the offender. This may sound simple but unfortunately staff and offenders have been separated this way and the offender rides the elevator alone. Check for understanding.

- **Stairwell/Corridor**

**Ask Participants:** How would you move an offender down a long corridor or stairwell?

**Desired Response:** When escorting an offender down a long corridor or stairwell, offender contact is a must and you must keep

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this offender as close to the wall as possible to allow for quick control, using the wall for tactical advantage.

While this is a sound technique it isn't hard and fast. If you are moving an offender down a stairwell which is open on one side, it maybe more tactically sound to position yourself against the wall. This will prevent the opportunity for the offender to push you with his/her shoulder, causing you to fall over the railing. Should the stairwell be open on both sides with only a railing to protect individuals from falling, then you need to insure that you protect yourself by maintaining contact with the offender while remaining in zone 2 of the offender.

**Note to Trainer:** Model and check for understanding

#### Basic Safety Tips When Escorting:

- Avoid getting behind heavy barred doors.
- For safety, have offender in handcuffs.
- Do not walk too close to bars or cells.
- Use foot to close doors.
- Give simple, verbal, direct commands.
- Do not hold the offender by restraints.

#### **GUIDED PRACTICE** (Optional)

Break participants into pairs and have them practice the escort techniques that have just been outlined. Allow participants an opportunity to practice all three situational techniques. Allow 30 to 45 minutes for practice.

**Ask Participants:** What challenges do you see using these techniques?

**Possible Responses:** Will vary.

#### Placing an Offender into and Removing an Offender from a Vehicle

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Once the offender is ready for transportation you need to assist them into the transport vehicle. You need to make sure that they are able to get into and out of the vehicle without an injury. For a car, after you have completed the search of the vehicle, you need to complete the following steps:

- Escort the offender to the passenger side and stop him/her at about the rear quarter panel and turn toward the vehicle; (For a single escort in a vehicle with a security screen, always place the offender in the rear on the passenger side of the vehicle.)

**Ask Participants:** Why?

**Desired Response:** It will allow you a better view of the offender during the transport.

- While keeping the subject in your line of site, unlock the rear door of the vehicle and open it;
- Move the offender to the door and have them turn toward you and sit on the rear seat. Be sure to protect their head with your support hand as you assist them into the vehicle with your primary hand. If armed, caution should be used to always protect your sidearm.
- Once they are seated with their head inside the vehicle, have them swing both feet into the vehicle, placing both feet on the floor.
- You then need to place the vehicle's seat belt on the offender.

**Ask Participants:** Why?

**Desired Response:** First, it's the law. Secondly, it provides the offender protection from sudden stops as they are unable to protect themselves while in restraints. Third, this is yet another method of restricting their movement while in the vehicle.

- You need to place your arm which is closest to the offender, between you and the offender's head and upper chest. This

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- protects you from receiving a head-butt from the offender.
- Take the seatbelt/shoulder harness with your opposite hand and buckle it around the offender, snugging it tight.
- If you have a sidearm and this technique places the firearm near the offender, you need to **blade your body so that the firearm is away from the offender**. Care should be taken that you don't provide an opportunity for the offender to take the firearm.

**Note to Trainer:** Demonstrate this technique and check for understanding. Remind the staff that if all possible, only an unarmed officer should be within Zone 1 of the offender and they should be the ones placing the offender into a seat belt.

If you are transporting two or more offenders, only unarmed officers should be in direct contact with the offenders. **At no time should the armed officer place himself in a position where the offender could gain control of the firearm.**

### Vans and Busses

When multiple offenders are transported in vans or busses a second vehicle is recommended as an armed escort. Offenders will be placed into the van or bus by the unarmed staff members as the armed staff oversee and maintain security of the area. Offenders in leg restraints will usually not be able to step up into the van/bus without assistance because the chain restricts this amount of movement. If the van or bus does not have a step that will allow access, a small stool or step should be utilized. Officers will need to steady the offenders as they enter and exit the vehicle.

**Note to Trainer:**

Caution staff in the use of a milk crate as a step. Milk crates are not designed as a step and if an offender is injured when using this device staff maybe liable.

In the event that a step is unavailable, have the offender sit in the doorway of the van and bring their legs up. Once their legs are in the van assist them to stand and then into a seat.

When multiple offenders are transported, the first offender on to

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the van should be in the seat furthest away from the door.

**Ask Participants:** Why?

**Desired Response:** It allows you to work without an offender behind you and provides a safe direction in which to move should the offender become unrestrained.

If possible, leave a space between the offenders to allow for better supervision. If you are only transporting two or three offenders, place each offender in a different seat. If offenders are placed into vans which have seatbelts, they should be placed in the vehicle one at a time, with each offender being secured with a seat belt prior to the next one being seated. The Majority of busses do not have seatbelts however, new busses may have this option and will require placing the offenders into them. All offender property should be secured away from the offender, in a transport cage or in the trunk of the vehicle. Medicine critical to the offender, such as heart medication, should be kept on the officer's person and dispensed as required. Upon arrival at the destination the reverse should be completed.

### **GUIDED PRACTICE** (Optional based on vehicle availability.)

**Directions:** Break Participants into pairs and have them practice placing offenders into and out of a car, van and bus. This should be repeated until all participants have had an opportunity to practice this technique.

**Ask Participants:** Why is it important to have the offender face the vehicle when you unlock the vehicle door?

**Possible Response:** It aids in keeping the offender under control and reduces the possibility of them assaulting you.

**Ask Participants:** What challenges will you face when applying these techniques at your facility and how might you over come



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them?

**Possible Responses:** Will vary.

### **INSTRUCTIONAL INPUT**

Now that we've covered these escort basics, I want to discuss a few other basics that deal with carrying a firearm. First, let's review a couple of safety rules that are fundamental to firearm use:

**1. *Always keep the gun pointed in a safe direction!***

This is the primary rule of gun safety. A safe direction means that the gun is pointed so that even if it were to go off it would not cause injury or damage. This rule is to control where the muzzle or front end of the barrel is pointed at all times. Common sense dictates the safest direction, depending on the different circumstances. **Regard all guns as always loaded.**

**2. *Always keep your finger off the trigger until ready to shoot!***

When holding the gun, rest your finger on the trigger guard or along the side of the gun until you are actually ready to fire. Then and only then will your finger actually be placed on the trigger.

**3. *When you take a handgun from its holster for any purpose other than defense, enforcement of policy and or laws, unload it!***

When you are on the firearms range always keep the gun unloaded until told otherwise by the instructor. Never give a loaded gun to someone else. By the same token, always consider any firearm you handle (yours or someone else's) as loaded until you've determined otherwise, even if you have just seen it unloaded. Remember that a gun is not a toy, don't play with it! Unfortunately, too many accidents have happened because of this and it needs to be a hard and fast rule.

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Resist the temptation to show off your firearm. One indication of your maturity, stability, and training is the conservative display of your gun. Do not remove it from its holster unless you intend to use it or secure it. Always be conscious of your firearm. Know where it is, what condition it's in (cocked? loaded?) and don't leave it unattended. If you must leave your firearm make sure it is properly secured.

While these aspects of firearms use are of paramount importance there are a couple of other things you should always consider.

- Be sure of your target before the trigger is pulled.
- The path between the shooter and the intended target should be clear and unobstructed.
- Know what is behind your target, some rounds may have energy to fully penetrate the target and strike objects behind the intended target.
- Weapons should never be pointed at anyone unless your job requires you to do so in accordance with policy.

Along with target identification, you also need to be aware of the dangers and possibility of ricochets. Ricochets are an extremely dangerous situation and can cause injury and death. The trajectory of most bullets can be easily altered if it strikes a hard flat surface at an angle. This is known as a ricochet. This can be dangerous because the path of the bullet is unknown and uncontrollable. Hard flat surfaces such as walls, the ground and even water can cause ricochets if the bullet strikes at an unusual angle. Most modern ammunition is capable of traveling much further than its intend distance.

Now that you're "armed" with this basic information, lets talk about how you should exit a vehicle with a firearm. Since a handgun will be in a holster many believe it's simply a matter of opening the car door and jumping out. However, there is a better, more controlled method.

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#### Exiting a Vehicle with a Sidearm

**Ask Participants:** What should you do before you exit the vehicle?

**Desired Response:** Observe the area, making sure that it is safe to exit the vehicle.

As you exit the vehicle, unlatch your seat belt, then *place your primary (gun) hand over the sidearm and holster*. By protecting your holster with your hand and keeping it close to your leg, you can shield your weapon as you exit.

**Note to Trainer:** Model and check for understanding

**Ask Participants:** Why would this be important?

**Desired Response:** It prevents the firearm from becoming wedged between the seat and other parts of the car or seatbelt. This can prevent accidental discharge of the firearm.

As you open the door, place your foot against the inside panel. Then, as you exit, place your support (non-gun) hand on top of the door for support. If appropriate to draw your sidearm, do so outside the door. Here, you're less likely to encounter obstructions to a smooth draw. In most cases, it will be safest to draw your sidearm outside of the vehicle while maintaining a grip on the door with your support hand.

**Note to Trainer:** Model and check for understanding

#### Exiting a Vehicle with a Long Gun

When exiting a vehicle with a long gun (usually a shotgun), remember to release the weapon from the rack **before** your car's engine is **turned off**.

**Ask Participants:** Why is this important?

**Desired Response:** Some long-gun racks are electronically

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controlled and won't work otherwise.

You will want to exit with the long-gun rather than exiting and then reaching back into the vehicle for it.

**Ask Participants:** Why?

**Desired Response:** You're better able to keep your eye on the transport vehicle and the immediate area if you get the gun out of the car before you, rather than reaching back in for it.

**Note to Trainer:** Model and check for understanding

There are a couple different ways to exit a vehicle, depending on whether the long gun is in a restraint device, in the passenger side floorboard, or held by a second officer. First, let's look at a **firearm that is held in a restraint device**.

Before you can remove a firearm from the restraint device you must be able to safely place it into the device.

- First, grasp the firearm by the receiver with your right hand (**do not** place your finger inside the trigger guard);
- grasp the door or doorframe with your lefthand for support;
- with the driver's side door open, place the firearm into the vehicle, barrel first and slide into the vehicle;
- once inside the vehicle, tilt the firearm muzzle up toward the roof of the vehicle and insert it into the restraint device;
- secure the device accordingly.

To remove the firearm you will need to reverse the process:

- Take a firm grip on the gun at the back of the steel receiver (not the muzzle), with your fingers away from the trigger;
- Put the stock between your legs and then swing your legs out so the long-gun is outside your vehicle, pointing straight up and free of obstructions before you emerge;
- Be sure that the muzzle does not strike the roof of the car;
- keep it pointed away from your face and body as you exit.

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- Once outside of the car, adjust the barrel so that it points down.
- If you have a partner who is the passenger officer, then they should handle the shotgun/rifle.

**Note to Trainer:** Model technique and check for understanding.

Now let's look at how to remove a firearm that is in the passenger side floorboard and you are by yourself. When placing the long gun (regardless of whether it is a shotgun or a rifle) into a vehicle, you need to take the following steps:

- Grasp the firearm by the receiver with your right hand (**do not** place your finger inside the trigger guard);
- grasp the door or doorframe with your lefthand for support;
- with the driver's side door open, place the firearm into the vehicle, barrel first;
- slide into the vehicle, placing the firearm muzzle down, on the passenger side if the vehicle;
- rest the stock of the firearm against the seat so that it will not slide.

To remove the firearm reverse the procedure:

- grasp the firearm by the receiver with your right hand (**do not** place your finger inside the trigger guard);
- grasp the door or doorframe with your lefthand for support;
- draw the firearm stock first, out of the vehicle
- adjust grip for primary/support carry.

**Note to Trainer:** Model technique and check for understanding.

While this is a safe and effective technique when you are alone, we are often transporting firearms with a person on the passenger side of the vehicle. If there is a person on the passenger side of the vehicle then they should control the placement of a firearm into and out of a vehicle and should occur in the following manner:

- beginning at the passenger door, grasp the firearm by the

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- receiver with the right hand with the muzzle pointing down
- open the passenger door with the left hand;
- grasp the door or doorframe with your lefthand for support;
- swing your left foot into the passenger side of the vehicle;
- allow the muzzle of the firearm to follow your foot through the passenger door, taking care not to allow the muzzle to point directly at your foot;
- sit down on the passenger seat and bring your right leg into the vehicle;
- the firearm should now be between the passenger's legs, muzzle down;
- once the passenger door is closed, the firearm should be transferred to the right side of the officer, so that the firearm is between the officer and the door. (Care should be taken to avoid pointing the muzzle of the firearm toward your feet.)

To remove the firearm reverse the procedure:

- with the passenger door is closed, the firearm should be transferred from the right side of the officer so that the firearm comes to rest between the passenger's legs, muzzle down (Care should be taken to avoid pointing the muzzle of the firearm toward your feet.);
- the officer should then open the passenger door with their right hand, maintaining control of the firearm's receiver with their left hand;
- swing your right foot out of the passenger side of the vehicle;
- transfer control of the firearm to your right hand and allow the muzzle of the firearm to follow your foot through the passenger door, taking care not to allow the muzzle to point directly at your foot;
- grasp the door frame with your left hand for support and stand up outside of the vehicle;
- the firearms should remain muzzle down but should be adjusted to a primary/support carry.

**Note to Trainer:** Model technique and check for understanding.

While egress from a vehicle with a firearm seems simple, it is a

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critical and sometimes dangerous situation. This makes the practice of these techniques important. So let's practice.

### GUIDED PRACTICE

**Note to Trainer:**

Relocate to a parking lot where these techniques can be safely practiced. If at possible training "safe" firearms should be employed.

**Instructions:** Break participants into groups (as many groups as training environment will allow) and have participants practice the following:

- escorting an offender to the vehicle;
- placing the restrained offender into the vehicle;
- removing a restrained offender from the vehicle;
- entering the vehicle with both a sidearm and a long-gun; and
- exiting a vehicle with both a sidearms and a long-gun.

Participants will take turns assuming the role of the offender and the officer. (All participants must assume the role of the officer for all techniques, at some point.) Allow practice to continue until all participants seem comfortable with these techniques.

**Note to Trainer:**

Prior to beginning this exercise check for understanding to insure that the instructions are clear. After each pair have had the opportunity to practice the techniques allow a short time frame for feedback. Encourage the participants to point out good points and areas that challenged the participant. Make sure to keep it positive. Follow up with questions that will allow participants to determine why certain methods are better than others.

**Ask Participants:** What challenges did you have with these techniques?

**Possible Responses:** Will vary.

**Ask Participants:** What recommendations can you provide to meet this challenge?

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**Possible Response:** Will vary.

Now that you're out of the vehicle you're ready to escort the offender where ever they need to go. However, there will be some situations that will pose a danger to you and one of the biggest is having your firearm taken from you.

### **INSTRUCTIONAL INPUT**

At the beginning of this module, I spoke of the number of officers that have been injured and unfortunately, killed in the line of duty. These are for the most case, highly trained individuals who have encountered very bad situations and as a result, have been injured or worse killed. For the most part, police officers are better trained to deal with situations that occur in the community, just as we are better trained to deal with situations inside the institutions. This makes it even more important that we train and practice seriously, so we'll be prepared when we transport offenders.

The reality is that criminals are coming into our system are often better trained than we are. They practice disarming police officers and train on all forms of weapons. We have to be prepared to control the offender, to be proficient in the use a control of our tools and to deal with situations which may confront us.

One area of concern when transporting offenders, is approaching possible opponents in a safe and tactical manner. Although we will look at tactical positioning in the advanced handcuffing segment of this training at great length, I'd like to set the basics here.

When approaching someone, is not the time to be dwelling on the argument you had with your spouse before you left home, the bills that need to be paid, or the promotion for which you were just passed over. Anytime an opponent is approached, you must be aware of everything around you. You must be focused.

**Ask Participants:** Based on your defensive tactics training, at what distance should you close with an opponent?



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**Desired Response:** Four to six feet minimum.

Correct. Four to six feet is what is recommended as a minimum. At this distance you can see all of your opponent and it gives you time to respond to any attempt they may make to assault you. When communicating with a possible combatant, maintain an interview stance at the distance we discussed.

**Ask Participants:** Can someone describe or better yet demonstrate, an interview stance?

**Possible Responses:** Feet shoulder-width apart, knees slightly bent, weight even distributed, hands/arms held along the waist and toward the front of the body in a non-aggressive manner, head erect, weak side toward the opponent.

That's a good description of an interview stance and it should be used anytime you approach an opponent, but particularly when dealing with a possible combatant. Of course, the distance should be adjusted as circumstances dictate. (Number of opponents, opponent mind set, weapons, etc.) If there is more than one officer, the lead officer (unarmed officer) should approach at a 45° angle and should provide all communication with the opponent.

**Ask Participants:** What are some issues you must deal with if someone were to approach you?

**Possible Responses:** Someone asking for directions, someone offering assistance or information, someone attempting to aid or abet in an escape.

**Ask Participants:** How important is verbal communication when approached while transporting and what type of verbalization would you use?

**Possible Responses:** Communication is very important, communication is the only way to determine a person's intention. Verbalization should include "Sir/Ma'am could you stop there?", or "Would you place your hands where I can see them, please?", or

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“May I help you?”

The bottom line is: **Your Safety**. You should use verbalizations that are professional, but communicate your need for the individual to stop at a safe distance and identify themselves. Watch their body language.

**Ask Participants:** What variables can affect your safety when approached?

**Possible Responses:** Location, distance, number of individuals approaching.

**Ask Participants:** What actions could improve your safety and minimize chances for your being injured when more than one person is approaching?

**Possible Responses:** By not allowing the persons to spread out and by “**body stacking**” them.

Stacking, in this reference, means to position yourself so that the approaching persons are facing you in a single column. This allows for two positive actions on your behalf.

1. First, it allows you to communicate with only the lead person, and
2. Secondly, should the situation turn potentially dangerous it assists in allowing you to face each opponent separately, although a failure to stop the first opponent may mean that you must face both/all of the opponents.

This brings us to the next level of interaction, when force is needed. We’ve already discussed how force should be applied and what justifies the use of force but let me ask a couple of questions just to check where you are.

**Ask Participants:** How much force may be used in any given situation?

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**Possible Response:** Policy allows that only the minimum force required to maintain/gain control of a situation may be used.

**Ask Participants:** What are some factors that determine the minimum amount of force required?

**Possible Responses:** Size, number, location, history, abilities.

**Ask Participants:** When can force be used?

**Possible Responses:** Defense, control, enforce law.

**Ask Participants:** We utilize a standard known as force continuum, what are the components of the force continuum?

**Possible Responses:** Psychological, verbal, soft empty hand, pepper spray, hard empty hand, intermediate, deadly.

Great, I can see that you're really starting to get this and this means that we can keep moving forward. We're going to practice with several types of attacks and defenses and just as any other physical skills course, there are some safety precautions to which we must adhere.

### Safety Precautions

The risk of injury can be reduced to a minimum by observing the following safety precautions:

1. **All techniques must be practiced slowly and speed up only after the mechanics have been thoroughly learned. Speed comes with practice.**

The person performing the technique should always apply the pressure slowly. The slow application of pressure allows the partner to "give" with the pressure and thus avoid being injured.

The tap-out method of escape will be used. When you begin to feel the discomfort of the pressure, tap your partner twice. This is

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the signal for your partner to release immediately.

2. **The person being “worked on” should offer only passive resistance.**

They should permit their partner to execute the technique and they should always be ready to “give with the pressure”. Active resistance not only leads to injuries but also impedes learning.

3. **Be extremely careful to simulate the application of all distraction techniques.**

4. **Each technique should be divided into two steps.**

By practicing these two steps repeatedly and then in sequence, the techniques can be mastered with comparative safety.

- **FIRST steps:** This consists of all the steps or maneuvers and actions necessary to place yourself in a position where you either throw or apply a distraction technique to disengage from an opponent.
- **SECOND steps:** This consists of actually throwing the opponent or applying pressure so as to inflict pain and/or to repel an attack.

From an analysis of the two phases it is apparent that the first steps of any technique is the most important. Once you have the opponent in the proper position it is relatively easy to apply pressure or throw them. Once the mechanics have been mastered, the first step can be practiced “full speed”. However, the second step must always be done slowly.

At this point, the most important caution must be stressed. The attitude of horseplay or “*Rambo*” antics is strictly forbidden. If an officer appears to be getting too rough, they will be removed from class participation. We have zero tolerance for horseplay. There are certain tools that you can use during this practice session and these are the same tool that you’ll have with you on the job. These

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are your “personal weapons”.

#### Personal Weapons

There are parts of the body which can be used for self protection. Developing skill in the use of your personal weapons should enable you to successfully defend yourself when attacked.

**Ask Participants:** What are the areas of your body that can be effectively used for self protection?

#### Desired Response:

- **HEAD**(front and back) - used for butting;
- **HAND** (used in many ways) - heel of hand is used in upward motion; closed fist used to punch or hammer blow; edge of hand (blade) for chopping; extended knuckles punch; fingers extended held rigid to jab;
- **ELBOW** - flexed and delivered to the rear is very powerful. (*CAUTION* should be used regarding point of elbow.) The forearm also is capable of delivering powerful blows;
- **LEG / KNEE** - lift to face, abdomen, groin; and
- **FOOT** - toes for kicking forward; the edge ball and heel are used sideways, backward and for stomping.

To make these “tools” more effective you need to know the areas of the body that are considered vulnerable.

#### Vulnerable Areas

The human body has a great many vulnerable areas or so-called “Kinks in the armor.” Distraction techniques, kicks or pressure directed at or applied to these areas may cause pain, disablement, unconsciousness and even death. The most vulnerable areas of the body are located on or near the “midline” area, either front or

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back (i.e., spinal cord, neck, solar plexus, kidneys, groin).

The trunk contains a great many vulnerable areas and it is much more difficult to protect than the head and face. This is largely due to the fact that it is a much bigger area, easier to engage and also very difficult to avoid techniques aimed at it without moving the feet. Many times, in order to apply a defensive technique, you need to employ a method of distraction to divert your opponents attention.

#### **What Is a Distraction? Definition**

Distractions are techniques which redirect the focus of the assailant to enable an officer/staff member to escape or gain control over an opponent. An open/overt/physical act must have been committed by an opponent that could cause serious bodily injury or death before a distraction can be used. Its sole purpose is to defend and repel against a continual overwhelming physical threat.

Knowing where to use distraction techniques and when to apply pressure is just as important as knowing how to use the distraction techniques and how to apply the pressure. As a rule, the untrained person will direct his/her techniques to the opponent's head or face. This is the exact place most people expect to get hit and as a result this is the area they intend to protect. In protecting the head and the face most, individuals forget about protecting the large areas of the trunk.

In general, a distraction technique should not be directed to the opponent's head and face, but to the "mid-line area" of the trunk when responding.

We are now ready to apply the principles to the "hands-on" physical portion of transportation officer safety. This is an intensely physical training segment and before you start you need to prepare your body for what is to come.

#### **Note to Trainer:**

Prior to training begin with a brief warm-up session. At the beginning of the

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morning and afternoon exercises will be conducted to ensure against injury.

#### Warm-up Exercise

**Note to Trainer:** Model and check for understanding

Working from the head on down but not limited to:

1. Slow neck rotations to the left;
2. Slow neck rotations to the right;
3. Windmill shoulder stretches;
4. Wrist bends;
5. Trunk rotations;
6. Leg stretches;
7. Combination back and leg stretches (from sitting positions);
8. Sit-ups;
9. Push-ups

Upon completion of exercises, participants will be positioned on the floor to practice stances and foot movements.

When interacting with an opponent, a stance which is balanced allows for quick movement. The stance we will begin with is the INTERVIEW STANCE.

#### Interview Stance

**Note to Trainer:** Model and check for understanding

The interview stance should be used when interviewing the opponent. It is an informal, non-antagonizing stance that allows for quick movement and/or physical response. Two components of the interview stance are airspace and positioning.

- Airspace is the amount of space between staff and the opponent. Staff safety increases directly in proportion to the distance between them and the opponent. The quotation "Distance Time" means the more distance staff maintains, the more time staff have to respond to a threat. Maintain at

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least 4-6 feet of airspace, allowing full vision of the opponent.

- Position means to place your body at an approximate 45° angle to the opponent, with your weak side towards the opponent.
- Feet will be placed approximately shoulder width apart with feet staggered slightly, and the support side foot pointing towards the opponent. Knees will be slightly bent. Hands positioned near the chest, with the support hand on top if arms are folded across the chest. Do not interlock the arms.

### **GUIDED PRACTICE**

Individually, have the participants practice this technique while you observe. Allow 3 minutes for this exercise. Allow ten minutes for guided practice.

### **Processing Questions**

**Ask Participants:** Why is it to staff's advantage to maintain proper air space?

**Possible Response:** Distance = Time

**Ask Participants:** Why should the knees be slightly bent?

**Possible Responses:** Balance, flexibility allows for speed, avoid injury.

**Ask Participants:** Why do we want our hands free?

**Possible Responses:** Speed, blocking, deflecting, balance.

We will now learn the defensive stance, which is developed from the interview stance.

### **INSTRUCTIONAL INPUT**



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#### Defensive Stance

**Note to Trainer:** Model and check for understanding

The defensive stance is the stance you should assume when being attacked. The feet should be spread a little wider than the shoulders. The knees should be bent, the buttocks tucked and the weight evenly distributed on the balls of the feet. The hands should be held about chin high (do not obscure your line of vision) and the arms carried reasonably close to the body. This is a strong, balanced position and should always be presented to meet the attack.

#### GUIDED PRACTICE

Individually, have the participants practice this technique while you observe. Allow 3 minutes for this exercise. Allow ten minutes for guided practice.

#### Air space

- Distance
- Reflect time
- See opponent's entire body

#### Position

- The support side toward subject
- The support hand blocking, held at chin level
- The support foot pointed toward subject
- The primary foot staggered in an informal "T" stance
- The "middle" turned away from subject
- The primary hand ready for striking, grabbing or blocking

#### Processing Questions

**Ask Participants:** Which side of your body will be towards the opponent?

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**Possible Response:** Support

**Ask Participants:** Which hand is primarily for blocking?

**Possible Response:** Support

**Ask Participants:** What should the primary hand will be ready for?

**Possible Responses:** Striking, grabbing, blocking.

Let's now discuss and learn how footwork helps us to maintain our balance.

### **INSTRUCTIONAL INPUT**

#### **Footwork**

**Note to Trainer:** Model and check for understanding

Any and all movement involving the feet should be done in such a manner as to constantly maintain a strong balanced position. This requires shuffling the feet as close to the floor as possible. Avoid crossing them. The general rule concerning footwork is simply that the first foot to move should be the foot nearest the direction you wish to move.

### **GUIDED PRACTICE**

Divide participants into small groups and have them practice the technique. Allow 5 minutes to practice.

#### **1. Forward Movement**

To advance from the defensive stance, move the leading foot forward and then bring up the other foot. Remember, maintain your wide stance.

#### **2. Rearward Movement**

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To move backward, move the rear foot to the rear and then bring back the front foot.

3. Right Lateral Movement

To move sideward to the right, move the right foot to the right and then move the left foot.

4. Left Lateral Movement

To move sideward to the left, move the left foot to the left and then move the right foot.

5. To circle to the left, move the left foot to the left as you pivot on the right foot.

6. To circle to the right, move the right foot to the right as you pivot on the left foot.

### Processing Questions

**Ask Participants:** Which foot moves first when moving forward?

**Possible Response:** The foot closest to the direction staff is moving towards.

**Ask Participants:** To move laterally to the right, which foot moves first?

**Possible Response:** Right foot.

**Ask Participants:** To circle to the left or right, it is necessary to move one foot and do what with the other foot?

**Possible Response:** Pivot

Now that we know proper balance and footwork, let's learn how to retain our weapons.

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#### **INSTRUCTIONAL INPUT**

When there is no other recourse but to respond with physical force, the determining factor regarding the force to be used is governed by state law and Department Policy. If an officer is confronted with deadly force from their own weapon as with any weapon, they may respond with any force, up to and including deadly force.

The concept of this program is simple in nature. Many programs show specific skills to use for each type of disarming attempt. This program shows you one simple skill to secure the handgun and then you evaluate what will be the most effective of a wide range of technique options. This concept avoids teaching a specific disengaging skill with no other options available for the officer.

#### **Handgun Control**

The concept taught here is simple. You will start with what would likely be a natural response if you thought someone was reaching for your holstered handgun.

- You will reach for the grip with your primary hand, your goal is to keep it in the holster.
- When you grab the grip of the handgun, if it is clear of anyone else's hand, you simply move to disengage.
- If an opponent has a hand on it, hold the handgun in the holster with your primary hand. Use your support hand to replace your primary hand and release your primary hand.
- Your primary hand then grabs the holster toward the bottom, but not covering the bottom so you are not hurt if the gun is fired. The bottom of the holster is then forcefully tilted away from your body which locks the grip of your handgun to your body in a manner that won't allow it to come out to the holster.

**Note to Trainer:** Model and check for understanding

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This technique of securing the handgun will work from all angles of an attempt to disarm you.

### **GUIDED PRACTICE**

Have students work in pairs to practice the first two steps of securing the handgun and tilting the holster. Allow approximately 30 minutes to practice.

**(1)** Have students role play the one hand disarming attempt from the front of the officer and have the opponent then use the opposite hand. This will show the officer the different positions of the opponent that they will have to deal with.

Next, have students role play a one-handed disarming attempt.

**(2)** Practice with opponent trying each hand from the side of the officer that the firearm is carried on.

**(3)** Have students role play a one-handed disarming attempt from the rear. Practice with the opponent trying each hand.

**(4)** Have the students role play a disarming attempt where the opponent attempts to grab the handgun with both hands. (Front, gun side and rear).

### **Processing Questions**

**Ask Participants:** If you thought that someone was reaching for your holstered handgun, your first natural response would be to?

**Possible Response:** Reach for the grip with your primary hand; establish a distance and defensive stance.

**Ask Participants:** After securing the grip, what is the goal?

**Possible Response:** To keep the weapon in the holster.

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**Ask Participants:** What should your support hand be used for?

**Possible Response:** To replace your primary hand so that your primary hand can grab the holster toward the bottom.

**Ask Participants:** Why is the holster forcefully tilted away from your body?

**Possible Responses:** Tilting the holster locks the grip of your handgun to your body so that it will not come out of the holster.

### **INSTRUCTIONAL INPUT**

#### **Leverage/disengagement Techniques**

Now that you see how simple it is to secure the handgun using the same technique, you have also seen a wide range of positions where your opponent might be in relationship to your body. As a result of these various positions and variances in officer and opponent size and strength, you might have to do different things in different cases to protect you and your life and not give up the gun.

If leverage techniques are easily utilized on the hand, wrist or elbow of the opponent to cause a release of the handgun, they should be attempted by the officer. An important thing to remember is that this is a high-level force situation when your life is in danger and you might be forced to use techniques that would be considered deadly force.

The opponent will be very close to you during the attempt to disarm you. If leveraging does not appear to be feasible, you will engage your opponent based on the part of the opponents body that is available to you. (i.e., solar plexus, groin, abdomen, shin, etc.)

**Note to Trainer:** Model and check for understanding

### **GUIDED PRACTICE**

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Have students work in pairs. (Slow for form). Students will again do role play attempts to disarm from the front, rear and firearm's side (usually the primary side) with the opponent trying to use the right, left and two hands grab. Students will move through the first two steps that they already practiced and then both participants will freeze. The officer on each attempt will slowly describe what options the officer has to engage the opponent to cause the opponent to release the gun. The officer should be able to demonstrate multiple techniques or areas on the opponents body to engage.

#### **Processing Questions**

**Ask Participants:** Why is a distraction technique used?

**Possible Response:** Redirect focus of assailant.

**Ask Participants:** What level of force would be appropriate to address this situation?

**Correct Response:** All levels, up to and including deadly force. Remember that the subject is attempting to take your firearm and this provides the subject both the ability and opportunity to use deadly force. Imminent jeopardy is also present as the subjects actions has shown the intent to kill or seriously injure you, and further, that he intends to do so at once. All that is left is preclusion and with this situation you may exhaust your options rather quickly.

We have now learned to retain our handgun. Let's consider rifles and shotguns.

### **INSTRUCTIONAL INPUT**

#### **Long Gun Retention**

There are some instances when the Corrections professional may carry a long-gun, such as rifle or shotgun while on patrol vehicle posts, escapes and riotous situations. The importance of weapon

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retention applies to shotguns and rifles as well as handguns. Staff assigned these type weapons should first realize that in such incidents, where long-guns are needed, a heightened sense of awareness must be applied. Being prepared is essential.

If you think someone is going to attempt to disarm you when being approached, you will assume a defensive stance, tucking the weapon in close to the primary side of your body. The weapon should be pointed in the safe area, with your finger off the trigger.

If someone should grab the barrel of your weapon with one hand, lower your center of gravity while rotating the barrel in a small circular motion toward the palm of your opponent while gaining distance to enhance your safety. The circular motion will create leverage against your opponent while turning their body away.

If the first technique fails to work, or if your opponent grabs the weapon with two hands, step toward your opponent, simultaneously push down on the stock of the weapon with your primary hand while pulling up the barrel with the weak hand. Turn your body to your primary side, wrenching the weapon from your opponent hands, forcefully apply a distraction technique if necessary and gain distance.

**Note to Trainer:** Model and check for understanding

### **GUIDED PRACTICE**

Have students work in pairs to practice the two long-gun retention techniques. Allow approximately 30 minutes to practice.

### **Processing Questions**

**Ask Participants:** If you thought someone was attempting to disarm you, you should do what?

**Possible Response:** Assume a defensive stance, tucking the weapon in close to the primary side of your body.



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Redirecting the focus of the assailant is extremely important, especially when you are attempting to disarm someone at gunpoint.

### **INSTRUCTIONAL INPUT**

#### **Disarming at Gunpoint**

Situations could come up where an opponent has a handgun pointed at the officer at very close range. The techniques we will share with you will give you the option to take a disarming position. You will have to determine for yourself if you will make an attempt at disarming or if you will elect to rationalize with this person. This material will give you an action plan if you decide to use it rather than having to think up what to do if this should ever happen. If you don't know the techniques, you have no options.

First you have to understand action time versus reaction time. If you elect to attempt to disarm a person who has a handgun pointed at you, you get to start that action before the person can react to your action. In other words, the opponent has to see something, mentally process it and then react to it. Granted, this will not take long, but it will give you a small margin of time if you use it well.

**Note to Trainer:** Model and check for understanding

During this skill you will be trying to do three things at the same time to reduce the possibility of being shot. These three things are done as one movement and will take practice to become proficient.

1. Use your quickest hand to attempt to strike (or preferably grab) the handgun/the hand of the opponent and to push it quickly to the side to point it way from your body.
2. Move your body to the opposite direction that you are pushing the gun;
3. Twist your body to the rear away from the barrel of the gun.

Quickly add your other hand to assist in maintaining that grip and increase the leverage needed to turn the handgun completely away

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from you. As you twist the gun away from you, the wrist joint of our opponent will shift causing the grip on the firearm to weaken. At this point, if the firearm is released by your opponent, take it and disengage. You only need to move the gun a few inches, or your body a few inches to lessen your risk. Now let's practice this move. Take care during the practice not to injure the hand holding the gun.

### **GUIDED PRACTICE**

Have students work in pairs (slow for form) to practice each of the three skills separately. Then have students use all three movements at the same time. Have students practice faster until they work at full speed. Control and don't allow full speed follow-up actions for safety reasons.

**Ask Participants:** What are the three things that you need to do to perform this movement correctly?

#### **Correct Response:**

1. Use your quickest hand to attempt to strike (or preferably grab) the handgun/the hand of the opponent and to push it quickly to the side to point it away from your body.
2. Move your body to the opposite direction that you are pushing the gun;
3. Twist your body to the rear away from the barrel of the gun.

The next step depends on whether you were able to actually grab the handgun or the hand holding the gun.

### **INSTRUCTIONAL INPUT**

If you were able to grab the gun/gun-hand, you need to quickly add your other hand to assist in maintaining that grip and increase the leverage needed to turn the handgun completely away from you. As you twist the gun away from you, the wrist joint of our opponent will shift causing the grip on the firearm to weaken. At this point, if the firearm is released by your opponent, take it and disengage.

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However, the objective here is to have the gun pointed away from you and at the opponent while you are attempting to gain control over the gun.

In some cases the gun is not released because the trigger finger is leveraged in the trigger guard. In the case, you will:

- Maintain a grasp on the opponent's hand and weapon using the heel of your hand, apply pressure, rotate opponent's hand back and towards his shoulder.
- Step in, increase pressure, direct the opponent down backward.
- Upon the opponent landing on the floor hyper-extend the arm and regain control of the weapon.
- The handgun can easily be taken due to the awkward position of your opponent.

**Note to Trainer:** Model and check for understanding

Taking the information we have just covered I want you to add it to what you have already learned in the following exercise.

### **GUIDED PRACTICE**

Break participants into pairs and practice the prior technique. Have the participants verbally identify the steps as they apply the technique. Allow approximately 20 minutes to practice this technique.

**Note to Trainer:** Make sure that they practice the technique slowly, focusing on the form of the technique.

### **PROCESSING QUESTIONS**

**Ask Participants:** What direction should you attempt to turn the weapon?

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**Possible Response:** Away from you.

**Ask Participants:** What direction should you direct the opponent's body as you step in?

**Possible Response:** Back and towards the floor.

**Ask Participants:** How would you recover the weapon from the opponent once he/she is on the floor.

**Possible Response:** By hyper-extending their arm across your knee.

Of special importance is if you were unable to grab the handgun or gun hand, but only slapped it away, you **must** close immediately and aggressively attempt to grab and control the gun. You need to do this with considerable force, keeping in perspective that you are engaging an opponent in a life threatening situation. **Do not** grab and pull away, but move forward into the opponent to impact their balance.

**Note to Trainer:** Model and check for understanding. All participants to incorporate this into the prior demonstration.

Now that you've added this technique to your activity, lets see what you've discovered.

**Ask Participants:** What advantage do you gain when you move forward towards the opponent?

**Possible Response:** Possible use of distraction, puts the opponent off balance.

**Ask Participants:** If an opponent reaches for your holstered handgun, your first natural response would be to?

**Possible Response:** Reach for the grip with your primary hand as you establish distance and defensive stance.

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**Ask Participants:** Why is the lower part of the holster forcefully tilted away from your body?

**Possible Response:** This locks the grip to your body so that it will not come out of the holster.

**Ask Participants:** Vulnerable areas that may be targeted when applying a distraction technique may include what body parts?

**Possible Response:** Heart, lungs, solar plexus, spine, joints, etc.

Using one basic technique, we have practiced a wide range of positions and variances to enable an officer to successfully respond to an attempt by an opponent of different sizes and strengths to take their handgun. With practice, this simple basic technique can be applied instinctively to protect the officer's life.

At the beginning we discussed ways staff members have lost their weapons. By practicing the things we have discussed these types of incidents can be eliminated.

### **INSTRUCTIONAL INPUT**

We've covered disarming techniques and, as stated earlier, we now have a need to control the individual with the use of restraints and while we have addressed the use of restraints in an earlier module, this will address using restraints tactically.

#### **Tactical Handcuffing**

Handcuffing is one of the most commonly used tactical skills in the correctional or law enforcement setting. Yet it's seldom practiced or remedially trained until the Correctional Officer completes formal training. Handcuffing techniques must also be versatile enough to be successfully applied as the offenders level of resistance changes (either increasing or decreasing). Tactical handcuffing is most effectively done in pairs or with multiple officers. This allows the unarmed officer to apply restraints while being protected by the armed officer.

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#### Handcuff Position

Draw the cuffs and position them with both keyholes facing forward with the single bars down. Grip the chain between the cuffs by wrapping all your fingers around it while making a fist, palm toward the floor.

**Note to Trainer:** Model and check for understanding

#### Loading the Handcuffs

The term “loading the handcuff” simply means to allow the single bar of each handcuff to travel through the double bars to the point where only three to five teeth remain. By doing this, you shorten the distance that it takes the single bar to revolve in order to catch. When your handcuffs are properly loaded it should take only moderate pressure on the single bar to make it function through the catch. Once your handcuffs are loaded, place them in your case so that both double and single bars point in the same direction.

**Note to Trainer:** Model and check for understanding

**Ask Participants:** Does it matter whether the keyholes are out or in?

**Possible Response:** No, what really matters is that you are able to successfully remove the handcuffs from the case with your primary hand, the same way each time.

Of course, it's always more convenient to take the handcuffs off if the keyholes are toward the officer. However, during resistive encounters safety must always win out over convenience and we all know that this isn't the most secure method. Applying the restraints tactical can be done using a variety of techniques but we are going to focus on techniques that will allow you the most secure and safe method of application. These techniques are going to be applied to the offender while they are standing, kneeling and prone.

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The following is the proper sequence the officer must use for tactical handcuffing for the compliant offender who is standing.

#### **STEP ONE** - Verbal Commands to the offender

- Inform the offender they are going to be handcuffed.
- Order offender to turn and face away from the officer.
- Order the offender to widen stance.
- Order the offender to extend his arms straight out to his sides, shoulder high, and point his thumbs up.
- Then order the offender to lean forward at the waist.
- Next the offender should slowly bring his hands behind his back.
- Finally, order the offender not to move.

**STEP TWO** - At this time the officer will approach the offender who is in a standing position or has been ordered or forced to a kneeling or prone position.

**Ask Participants:** Earlier we discussed relative positioning around the offender and that it is broken down into four zones. What are they and where are they located?

**Note to Trainer:** Have participants model the zones.

**Desired Response:** In relative positioning the area around the offender is broken down into four zones.

- **ZONE ZERO**

This is the area directly in front of the offender. This is the most dangerous position for attack. We all realize that an officer must at times operate in this area, but time spent in this zone should be kept to a minimum.

- **ZONE ONE**

This is the area that the officer is approximately 45° in front of the offender, right or left depending on their strong side.

This is also known as the interview position. The officer should be well-balanced with their strong side slightly to the rear, their hands should be up and ready but

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should appear casual.

The officer in this position would normally be the primary officer and should try to stay four to six feet away from the offender to allow for reaction time.

- **Zone Two** - Back-up or escorting officers

In this position the officers can be directly to the side of the offender or slightly to the rear, depending upon the number of back-up staff.

When the staff is directly to the offender's side, the officer is still in the offender's peripheral vision and will not have the element of surprise.

In zone two and when the officer is slightly to the rear, this is a good position for handcuffing and/or escorting.

- **Zone Three** - Rear position

In this position the officer would be directly behind the offender, four to six feet away. This is the safest controlling position.

When approaching the offender you need to not only consider the zone but also keep in perspective how you can keep the offender at a disadvantage. If the officer is left handed he will approach from the left rear side from Zone 3 into Zone 2, right handed the right rear side from Zone 3 into Zone 2. Once you are there you need to begin step 2.

### STEP THREE

Grip the back hand (hand closest to the officer) with your palm, finger pointing down, and wrap them into offender's palm. This should be down with your support hand.

Slowly pull the arm straight and twist your fingers inward until the offender's wrist locks - then stop.

**Note to Trainer:** Model and check for understanding

### STEP FOUR



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Place the outside cuff single bar against the top of the offender's wrist and push down with a snapping action to cause the single bar to encircle the wrist and lock. ***Do Not Strike Wrist with Cuff Causing Injury.***

Complete the second single bar with the index finger of the hand gripping the offender's hand. At this time give the verbal command to straighten up and maintain a reverse wrist lock control for escort position.

While these are relatively simple steps to follow, telling you or even showing you how to do this is a lot different than actually letting you practice the technique. So lets practice.

**Note to Trainer:** Model and check for understanding

### **GUIDED PRACTICE**

Pair off participants, having them demonstrate and practice proper tactical handcuffing technique. Give them 20 minutes to complete the practice.

**Ask Participants:** Why do you want to give the offender verbal instructions?

**Desired Response:** This allows the offender to comply and reduces the amount of resistance to the technique.

**Ask Participants:** Why is it important to not strike the wrist with the handcuff when applying the restraint?

**Desired Response:** If the handcuff is held backward or is double locked, the wrist can be injured.

Next we need to discuss how to approach the offender who is in a standing position or has been ordered or forced to a kneeling or prone position.

### **INSTRUCTIONAL INPUT**

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#### **Tactical Handcuffing (with weapons)**

Should you be alone and are forced to place an offender on the ground at gun point, it is recommended that you hold the offender there until assisted by other MDOC staff or by Law Enforcement. Once you have assistance and are ready to apply restraints, consider the Zones.

- **Zone Zero**

This position should be avoided for reasons given earlier and will also give a safe direction of aim for an armed officer in zone three.

- **Zone One**

This position maybe occupied by an armed officer, who should remain approximately 10 to 12 feet from the offender. (This position should be taken only when the offender is prone.) Zone one officer should position themselves on the same side as the handcuffing officer.

- **Zone Two**

Should be occupied by the handcuffing officer approaching the offender from the officer's primary side. Precaution should be made to pass handcuffing officer's firearm to another support team member not occupying any of the three zones.

- **Zone Three**

Should be occupied by an armed officer to cover prone offender. Note that this is always the preferred position of the armed officer.

**Note to Trainer:** Model and check for understanding

Applying handcuffs to an offender who is standing is different than applying restraints to an offender who you have in a prone position and being armed will further complicate the technique. Applying restraints to an offender while armed is never

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recommended, as it is much safer to wait for assistance. However, situations may occur where you will be required to place the offender in handcuffs even though you are armed. It can still be done effectively and relatively safe.

#### Prone Position Handcuffing

**Note to Trainer:** Make participants aware of the **DANGERS OF POSITIONAL ASPHYXIATION** during this procedure.

A key aspect to this technique is to maintain cover until it is time to actually apply the restraints. Keep this in perspective as you employee these tactics. The steps to handcuffing an individual safely should be as follows:

1. When starting a prone position, issue commands from behind cover. Command him/her to interlace his/her fingers behind their head.
2. The offender is then commanded to his/her knees and told to spread his/her legs far apart.

**Ask Participants:** Why would you want to do this?

**Correct Response:** By having the offender spread their legs apart it reduces their balance and makes it more difficult to make a coordinated attack.

3. From a kneeling position, command him/her to a prone position.

**Note to Trainer:** You it will probably need to allow the offender to use one arm to support themselves during the transition from kneeling to prone. Make sure that they use their left hand (which is usually their weak hand) only, keeping their right hand behind their head. Make sure that you remain undercover during this entire process.

4. Once they are in a prone position, command them to place their arms out, palms up, with his/her legs crossed. Command him/her to face away from your approach. (This

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will be to their weak side.)

5. Carefully approach him/her on their strong side securing your weapon only when you feel that you are ready to begin applying the restraints. (If you have an officer covering you, they should remain in Zone 2 of the offender and should be on the opposite side of the handcuffing officer, allowing for a clear sight path.) Raise his/her wrist as you push in on the back of his/her hand with your thumb and pull up with your fingers, forming a wrist-lock.
6. Once you know you have a good wrist-lock on them, you slide your right arm down the forearm of the offender while you maintain pressure on the wrist.
7. As you maintain pressure, place your right knee across his/her shoulder blade and upper back, while taking out your handcuffs. You should maintain your balance at all times.
8. Apply restraints to the arm that you have in control
9. While maintaining control of the fingers and handcuffs, command the offender to place their left arm behind their back. At this point you can easily apply the handcuff to the other hand by raising it first, then applying the handcuff. Be sure to re-secure the wrist by applying the wrist-lock. Once both wrists are secure a search can be conducted.

**Note to Trainer:** This search technique will be covered in depth and practiced later in this module.

**DO NOT allow the offender to remain in the prone position unsupervised, move to standing or sitting position as soon as possible.**

**Ask Participants:** Why?

**Desired Response:** This is where **positional asphyxiation** can occur.

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10. Because of the danger of positional asphyxiation you will need to move the offender into a seated position. To do this you need to place your left hand on their left arm and your right hand on their right arm. Tell the offender what you are going to do and then as you pull up, twist him/her into a sitting position.

**Note to Trainer:** If possible have the offender remain in this position until help arrives to assist in transport. However, you may need to move the offender without assistance and this means that you will need to assist the offender to their feet and escort them to a vehicle.

11. To assist them in standing the first thing you need to do is to tell the offender that you are going to assist them to their feet. Direct the him/her to tuck their right leg under his/her left thigh for balance as he/she rises. (This may be reversed depending on your primary side.)
12. Careful not to allow the offender to stand up rapidly so as to take you off balance or head-butt you as they stand. Assist them to a standing position.

**Note to Trainer:** Caution participant not attempt to lift the subject by the restraints. This will cause undo stress and possible injury to the offender. Model and check for understanding

This technique does have several steps and you need to practice them to become proficient at them. So I want you to pair up and practice.

### GUIDED PRACTICE

Pair off participants, having them demonstrate and practice proper prone handcuffing technique. Give them 30 minutes to complete the practice. To ensure that the proper steps are followed, break the technique into pieces, allowing them to perform only three steps at a time. Once they are proficient with these steps then they can continue with the next three steps.

**Ask Participants:** When would it be appropriate to use a prone

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handcuffing technique?

**Possible Response:** When force has been used to restrain the offender, i.e. during an escape attempt, etc. or when an offender has been apprehended and a firearm is being used to contain them.

**Ask Participants:** Why is it important to get the offender up from a prone position after placing them in restraints?

**Desired Response:** This is where **positional asphyxiation** can occur.

Regardless of whether you placed restraints on the offender while they were standing, kneeling or prone, you still need to complete a search of the offender. For your safety, and the safety of others that may come in contact with your offender, a search must be performed. You want to complete this search as soon as possible but you also want to make sure that you want to only complete this search if the area is safe.

### **INSTRUCTIONAL INPUT**

#### **Tactical Searches**

As discussed before, when escorting, transporting or even applying restraints on an offender, a visual search should be made for bulges, protruding weapons, and maintain awareness of offender's movements.

Prior to handcuffing a standing, compliant offender, instructions are given to the offender to place their hands out, palms up. After following handcuffing procedures a basic frisk-search can be made. The officer should never search the offender from the front. Remember that some frequently missed areas during searches are the small of the back, the chest, and the area below the belt, but above the groin area.

When searching the opposite sex, the officer should use the back

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of hands in these areas of the anatomy identified as “personal.” For females this would be the breast and groin area, and for men this would be the groin area.

**Note to Trainer:** Handcuffing the offender and retaining control of the cuffed hands with the support hand does provide some security during standing searches.

### Standing Search

A standing search of an offender who has just undergone tactical handcuffing should be completed in the following manner:

- While the offender is still in the off-balance position (feet wide, toes pointed outward) the officer places themselves at the ZONE TWO position.
- With the primary hand, the officer systemically searches the same side of the offender’s body, front and rear using basic frisk search techniques.
- The officer’s primary foot should always be forward in order to keep good balance and the hand not conducting the search should maintain contact with the offenders wrist where it meets the handcuff.
- After completing the primary side search, change the control hand on the cuffs, utilizing the primary hand.
- Then move to the other Zone Two position and conduct the non-dominant side search with the support hand, and the support leg slightly forward for balance. When the search is complete, the offender may be transported.

**Note to Trainer:** Model and check for understanding

This technique is very close to the basic frisk search technique, with the exception of the offender being handcuffed from behind. Since this technique is so close to the basic we won’t have an exercise but we will be practicing the next two techniques.

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#### Prone Search

If the offender was handcuffed while prone the search may be conducted in this position. However, care should be taken to avoid placing the subject in a situation where **positional asphyxiation** may occur.

- After you have secured the handcuffs, while still retaining your balance and maintaining pressure with your right knee across his/her shoulder blade and upper back, you need to begin your search starting with the offender's upper body.
- Search the offenders back first, taking care to check where the back meets the buttocks.
- Search the offenders chest by shifting your weight off of the offender's upper back and while taking care to maintain your balance, grasp the upper arm on the opposite side of the offender, rolling them toward you.
- Allow the offender to roll to their side while you maintain direct contact with your knee.

**Ask Participants:** Why would you want to maintain this contact?

**Possible Response:** This will allow you to quickly roll the offender back on their stomach if they become resistant.

- While maintaining control of the offenders arm, search the offender's upper body.
- After you have searched this area, role the offender back on their stomach and reposition yourself so you can search the offender's leg that is closest to you.
- Position yourself on to the opposite side of the offender and repeat this process.
- Take care not to place you hands in potential body traps, for example under the arm, between legs or deep inside



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pockets of the offender.

**Note to Trainer:** This search method is to be conducted on the area visible and under offender as thoroughly as possible, without placing the officer's body structure or position in jeopardy. Model the technique and check for understanding.

Now that you've seen how these techniques are to be done, it's time for you to practice them.

### **GUIDED PRACTICE**

Pair off participants, having them demonstrate and practice search techniques from both the standing and prone positions while their partners are restrained(simulate). Give them 30 minutes to complete the practice.

### **Processing Questions**

**Ask Participants:** What would be unsafe practices while searching a restrained offender?

**Possible Responses:** Searching from the front, stepping over the body or legs while searching, not being thorough, etc.

**Ask Participants:** What zone should an officer search an offender from?

**Possible Response:** Standing it will be Zone 2/3

While it is safer to wait until assistance arrives to move the offender you often don't have this advantage. To safely escort the offender you can use the following escort technique on an offender who has been placed in handcuffs behind their back.

### **INSTRUCTIONAL INPUT**

#### **Controlled Escort**

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While there may be several different methods to escort an offender who has been placed in restraints after a high risk situation or one who is resisting, this is one of the simplest and most secure methods.

- After you have assisted the offender to his/her feet, place your primary hand/arm between the offender's primary arm and back. Then grasp the thumb and index finger of the offender's primary hand with your primary hand, maneuvering it into a wrist-lock.
- Place your support hand on the back of the offender's upper support arm and guide the offender in the direction that you want to go. Be sure to provide the offender with verbal directives during the escort.
- Once at the vehicle, have the offender place his/her head against or on the trunk, just behind the rear passenger door. Have him/her move their feet back and spread their legs apart. Make sure that they are facing away from you.
- Once the door is open assist the offender into an upright position and move them to the open door. Once at the door you need to assist them into the vehicle as noted earlier.

**Note to Trainer:** Model and check for understanding

Again, this is a simple technique but I still think that you need a short practice time to become skilled at this technique.

### **GUIDED PRACTICE**

Pair off participants, having them demonstrate and practice proper tactical escort technique. Give them 10 minutes to complete the practice.

**Note to Trainer:** Placement into a vehicle is optional based on the availability of the vehicle.

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**Ask Participants:** Why is it important to grip the offenders index finger and thumb?

**Desired Response:** It provides increased control and decreases the risk of the officer getting injured by getting their fingers between the handcuffs.

**Ask Participants:** Why would you want to place their legs apart and have them facing away?

**Desired Response:** This position places them at a disadvantage. It keeps them off balance and doesn't allow them to time their movement with yours.

### **EVALUATION/CLOSURE**

**Ask Participants:** What are the three questions for justification?

**Desired Response:** To justify your decision to use force you should be prepared to answer these three (3) basic questions:

- **Was it necessary?**
- **Was it reasonable?**
- **Was it appropriate?**

**Ask Participants:** What are the "four cornerstones" of any legally justifiable act of self-defense or use of force and what do they mean?

**Desired Response:**

1. **"Ability"** is simply an injurious capacity.
2. **"Opportunity,"** in addition to having an "ability," an attacker must also be in a position to bring the destructive powers of his ability to bear effectively upon you.
3. **"Imminent jeopardy"** when the attacker unmistakably indicates, by words and/or actions, that it is his intention to kill or seriously injure you, and further, that he intends to do so at once.

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4. **"Preclusion"** which simply means that all other options were precluded.

**Ask Participants:** How important is verbal communication when approached while transporting and what type of verbalization would you use?

**Possible Responses:** Communication is very important, communication is the only way to determine a person's intention. Verbalization should include "Sir/Ma'am could you stop there?", or "Would you place your hands where I can see them, please?", or "May I help you?"

**Note to Trainer:**

Refer participants to the "Correction Concepts" page and have them note any new or different ideas about transport.

In this module we discussed and practiced several techniques that will provide you safety. We practiced the relative positioning that should be used by staff when escorting offenders, we examined how the exit a vehicle with a sidearm and long-gun, we practiced several weapon retention techniques and the tactical application of restraints.

This module was very physically intense and demanded a lot of attention to details, especially since these can become life and death techniques. We moved through this module using the following performance objectives:

- Using the information provided, demonstrate relative positioning techniques as they apply both armed and unarmed escorts;
- Given agency approved firearms, demonstrate weapon retention/disarming techniques; and
- Given a critical situation, perform a tactical handcuffing technique, as outlined in this module.

In the next module, we you will have the opportunity to discover

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how to plan and execute a offender transport, as we will continue to provide you more challenges while transporting offenders.